



Geography Year 2 Curriculum Overview

The Big Picture

It is hard to imagine a life without wheels. With no cars, trains, buses or bikes, getting from A to B would be much more difficult. We would have found travelling from country to country much more difficult and may not even have explored the world like we have now.

In this unit, children will learn all about different modes of transport and how this has enabled us to explore the world over the years. Children will learn which mode of transport would be most effective to be able to travel to different parts of the world, exploring continents and oceans.

What do we already know?

Knowledge Retrieval:

Children will have a basic knowledge of The UK and the seas that surround it. Children will understand where they live and what they can find in their local area. Children will have begun to understand human and physical features and will be able to name some of those that they have seen without their locality.

Children will be able to discuss the weather within The UK and use appropriate vocabulary to describe this as well as the seasonal changes.

Year 2 Geography – From A to B

NC objectives – Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop

Geographical skills and fieldwork

- use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East, and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key unit objectives

- To be able to name human features within locality.
- To be able to name physical features within locality.
- To understand seasonal weather changes within The UK – colder in the winter, colder in the summer.
- To use maps to identify the school grounds.
- To use simple compass directions and directional language to locate features.
- To name and locate the world's seven continents.
- To name and locate the world's five oceans.
- To know that a continent is made up of lots of countries.
- To understand that you can travel to different parts of the world via different modes of transport. Boat – from a harbour (to cross a body of water), train – from a train station (across land within or between neighbouring countries) or car (within the same country or countries that share borders).
- To understand that there are hot and cold places in the world and this depends on their location.
- To know that different continents have different climates depending on where they are in the world. Begin to discuss The Equator and its relation to climate.
- To know that different areas of the world exist based on weather – i.e desert, rainforest, tundra (cold climate because it is further from The Equator).

Key Questions

- Can children name and locate the continents and oceans in the world?
- Can children explain how to transport from different continents around the world?
- Can children explain the seasons in the UK and how this effects weather?

Key vocabulary and understanding for concept connectors

The seven **continents** are; **Europe, Asia, Africa, Australia, North America, South America, Antarctica.**

The five **oceans** are; **Atlantic, Pacific, Indian, Southern and Artic.**

A **compass**, points to the **directions – North, South, East and West.**

Different continents have different types of **weather** (climate), depending on where they are in the world.

Key Texts

- What a Wonderful World – Bob Thiele
- Here we are – Oliver Jeffers
- To the Edge of the world – Julia Green



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The Big Picture

Since people began trading, there have been pirates across the oceans of the world. From the Vikings of Scandinavia to the Barbarossa pirates of North Africa, right across the globe to the South China Sea and to the notorious Buccaneers of the Caribbean, people have taken to the seas in search of fortune.

Pirates explored much of the world, traveling to many different countries. With their knowledge of navigation, they used maps, compasses and other equipment to explore unknown areas, making use of the environment in order to ambush and attack other ships.

In this unit, children will learn about how pirates travelled across the seas and oceans to explore the world. They will look at where pirates travelled and to and from and how the climate in these places would have been different depending on where they were in the world. Children will look at how pirates used maps and devise their own along with features that show landmarks.

What do we already know?

Knowledge Retrieval:

Children will have continued to build their understanding of their local area, along with the Human and Physical features there.

Children will understand how the world is made up and where the 7 continents and 5 oceans are located. Children can continue to build on this knowledge to understand how Pirates travelled from place to place.

Children will understand that different places have different weather depending on where they are in the world.

Year 2 Geography – Why did Pirates explore?

NC objectives – Key Stage 1

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Key unit objectives

To explain and compare the seasonal and daily weather patterns in the UK.

To locate The Equator and understand its relation to temperature.

To locate the North and South poles and their relation to weather.

To locate Chester on a map of the United Kingdom – linked with class name.

To name human and physical features of a city.

To name human and physical features of a village.

To compare the human and physical features of city and village – Human features; houses, roads, streets, Runcorn Shopping City. Physical features; rivers, trees, ground.

To use aerial photographs of the school to recognise landmarks and basic human and physical features.

To devise a simple map and construct a simple key of the school and its surrounding areas.

To walk to the park, shops and church and use observational skills to study the human and physical features of the surrounding areas.

To understand that a thermometer measures the temperature (how hot or cold it is)

Key Questions

Can children explain why The Equator is important to weather?

Can children make a map of the school grounds and explain it?

Key vocabulary and understanding for concept connectors

The Equator is an imaginary line that runs around The Earth.

The **weather (climate)** has **hot** and **cold** areas of the world in relation to the Equator and the **North and South poles**.

We have warm weather in the summer, and cold winters that can bring snow. We have an average rainfall of 133 days per year.

Key Texts

Jolley Rodgers – Jonny Duddle

The Shnurg and the sailor – William Buckingham

My maps – Sara Finelli